

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION



2009 BOARD MEMBER ORIENTATION BOOKLET

Kentucky
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TABLE OF CONTENTS

Academic Program Approval	2
Coalition of Senate and Faculty Leadership (COSFL)	3
College Readiness	4
Endowment Match Program (“Bucks for Brains”)	5
Equal Educational Opportunities	6
GEAR UP Kentucky	7
Kentucky Adult Education	8
Kentucky Adult Learner Initiative	9
Kentucky Open Meetings Law	10
Kentucky Open Records Law	11
Kentucky P-16 Council	12
Kentucky Postsecondary Education Improvement Act of 1997 (HB 1)	13
Kentucky Virtual Campus and Kentucky Virtual Library	14
KnowHow2GoKy College Access Initiative	15
Licensing of Kentucky Colleges and Universities	16
Postsecondary Education Economic Development Agenda	17
Public Agenda for Postsecondary and Adult Education	18
Regional Stewardship Program	19
Senate Bill 1 Update.....	20
STEM Task Force	21



ACADEMIC PROGRAM APPROVAL

How are new academic programs approved in Kentucky?

The Council on Postsecondary Education has statutory authority to review and approve new academic programs. All universities and Kentucky Community and Technical College System institutions must comply with relevant equal education opportunities requirements before implementing any new programs or substantial program modifications.

The Council has delegated final approval for the Kentucky Community and Technical College System programs to its board of regents. In addition, the Council has authorized the governing board at each of the four-year institutions to approve new academic programs that fall within its selected band of programs, which are based on each institution's mission, existing programs, and disciplinary strengths. However, if another institution or the Council staff expresses major concerns about the proposed program, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may recommend that the Council take action on the proposal.

In addition to programs outside of an institution's program band, the Council has retained its approval authority for first-professional programs, engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville, teacher and school personnel preparation programs, and health-related programs above the baccalaureate level.

What is the process?

Institutions must post proposed programs to the Kentucky Postsecondary Program Proposal System (KPPPS) Web site. This begins a 45-day review period in which institutions may comment on the proposed program. This dialogue increases cooperation and collaboration and prevents unnecessary duplication.

After the 45-day review period for proposed programs that are within an institution's current program band and not within areas that require Council approval, the Council staff, upon resolution of any issues arising during the review process, notifies the institution that it may complete the institutional process of program approval, including governing board approval, and subsequently implement the program. If another institution or the Council staff expresses major concerns about the proposed program, the Council staff will decide how best to proceed.

Programs falling outside an institution's negotiated program band or falling within areas that require Council approval also require posting to KPPPS for a 45-day review. Then, upon completion of the institution's internal approval process (including board approval), the institution submits a more detailed program proposal to the Council for its consideration.

Why is the Council involved in approving new academic programs?

Academic program approval is a standard responsibility of most statewide coordinating and governing boards. The Council's approval process emphasizes evidence of student demand, employment opportunities for program graduates, and program delivery through distance learning and other technologies. The Council strongly encourages the development of new joint and cooperative programs and the consolidation of existing programs into joint or cooperative programs with other institutions.

Where can I find more information?

<http://cpe.ky.gov/policies/academicpolicies/>



COALITION OF SENATE AND FACULTY LEADERSHIP (COSFL)

What is COSFL?

COSFL is a statewide forum of senate and faculty leadership representing the eight public institutions of postsecondary education in the Commonwealth of Kentucky and the Kentucky Community and Technical College System. It was formed July 13, 1979, as a collective advocacy body of public postsecondary education faculties.

What is its role?

The organization provides advice to various public postsecondary education agencies in the Commonwealth and is a clearinghouse for the exchange of information about member institutions. The organization was instrumental in supporting passage of an amendment to the *Kentucky Postsecondary Education Improvement Act of 1997* to allow for faculty representation on the Council on Postsecondary Education. COSFL has worked with CPE staff on such issues as the Public Agenda, strategic implementation plan, and program review.

What is COSFL's position on academic governance?

COSFL believes that a collegial system of academic governance adds value to postsecondary education and that collegial governance both sustains and extends the missions of a college or university in teaching, research, and service to the institution and to the wider communities it engages. A collegial system is based upon the participation of all stakeholders, each in their own way, in the discourse from which policy and practice are constructed.

How is collegial governance characterized?

- The recognition of and respect for the many and varied roles that members of the academic community perform in a complex institution.
- The timely disclosure of information needed to participate meaningfully in the discourse that makes good policy and practice, wherever those conversations take place.
- The opportunity for members of the academic community to provide input before decisions are made; the principle of dissent.

Where can I find more information about COSFL's position on academic governance?

More information is available online at <http://www.cosfl.eku.edu/govern.html>.



COLLEGE READINESS

What is college readiness?

The following national definition of college readiness is posed by David T. Conley in *Redefining College Readiness*. The article was published by EPIC (Educational Policy Improvement Center) in March 2007. The first two sentences of the definition are widely used to define readiness.

“College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that makes it possible for the student to consider taking the next course in the sequence or the next level of course in the subject area. The college-ready student is able to understand what is expected in a college course, can cope with the content knowledge that is presented, and can take away from the course the key intellectual lessons and dispositions the course was designed to convey and develop. In addition, the student is prepared to get the most out of the college experience by understanding the culture and structure of postsecondary education and the ways of knowing and intellectual norms of this academic and social environment. The student has both the mindset and disposition necessary to enable this to happen.”

What is Kentucky's definition of college readiness?

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. ‘Succeed’ is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses. Developmental education courses do not award credit for a degree.

What are ACT standards of readiness?

Most definitions of college readiness include some predictive statement about how well students will do in relevant college courses based on national assessments, such as the ACT or SAT. For example, ACT sets benchmark scores for college readiness based on success in college courses that would count to degree. “Success” is defined by ACT as 50% or higher probability of earning a B or higher in the corresponding college course or courses and 75% or higher probability of earning a C or higher in the corresponding college course or courses. Benchmark ACT scores are an 18 in English (based upon success in an entry-level English course that would count to degree), a 22 in mathematics (based upon success in college algebra), 21 in reading (based upon success in several college-level, reading intensive courses), and 24 in science (based upon success in an entry-level biology course).

What are Kentucky's standards of readiness?

In Kentucky, similar criteria were used in various courses to set the systemwide standards of placement at postsecondary institutions. This is outlined in the state regulation 13 KAR 2:020 and is often referred to as the “Admission” regulation. The systemwide standards are an ACT English score of 18, a mathematics score of 19 for some introductory courses in mathematics (often statistics or an applied mathematics course), a 22 for college algebra, and a 27 for calculus, and a score of 20 for reading. The systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemented courses.



ENDOWMENT MATCH PROGRAM (“BUCKS FOR BRAINS”)

What is the Endowment Match Program?

The Endowment Match Program matches state dollars with private donations to encourage research at the University of Kentucky and the University of Louisville and to strengthen key programs at Kentucky’s comprehensive universities. All funds, both public and private, must be endowed, which provides a perpetual source of funding for research-related activities. Endowment proceeds can be used for endowed chairs, professorships, research scholars, staffs, and infrastructure, fellowships and scholarships, and mission support at the public universities. The Council on Postsecondary Education administers the program.

What are the goals of the program?

The primary goals of the Endowment Match Program are to promote economic development, create high-tech jobs, and raise the average standard of living of Kentucky residents through strategic investments in research-active faculty and staff, graduate assistants, and infrastructure.

What is the investment in the program?

Between 1998 and 2004, the Kentucky General Assembly appropriated \$350 million to the Endowment Match Program. Of that amount, \$300 million was allocated to the state’s two research universities, and \$50 million was allocated to the state’s six comprehensive universities. When fully matched with private giving, this represents \$700 million that has been added to the endowments of the state’s public universities. In addition to these funds, the 2008 General Assembly authorized \$50 million in General Fund supported bond funds in 2008-09 for the Research Challenge Trust Fund to support the Endowment Match Program and a newly created Research Capital Match Program. That same year, it authorized \$10 million in bond funds for the Comprehensive University Excellence Trust Fund to support the Endowment Match Program or to fund capital projects at the comprehensive universities. The governing board members at participating institutions have the flexibility to determine how these funds will be used. There is a dollar-for-dollar matching requirement regardless of the option chosen.

Has the program been effective?

The Endowment Match Program has proven to be a well-placed investment, successfully attracting faculty with significant records of externally funded research to Kentucky. Between 1997 and 2008, the number of endowed chairs at Kentucky public universities increased from 55 to 236 and the number of endowed professorships increased from 53 to 344. Over that same time period, extramural research and development expenditures generated by UK and UofL faculty and staff increased from \$105.2 million to \$345.3 million, or by 228 percent.

Where can I find more information about the Endowment Match Program?

For more information, visit <http://cpe.ky.gov/research/endowment>.



EQUAL EDUCATIONAL OPPORTUNITIES

What is the Committee on Equal Opportunities?

The Council established the Committee on Equal Opportunities (CEO) in 1987 to monitor and ensure the continuation of the Commonwealth's postsecondary education desegregation efforts. The CEO serves in an advisory capacity to the Council in implementing equal opportunity objectives. Each institution has an agreed upon set of objectives they are required to address. The Council utilizes the CEO's recommendations when considering new academic program requests.

What is Kentucky's future Approach to Equal Opportunity Planning?

Kentucky is now developing a statewide diversity plan. A statewide study identified the mission-based governmental interest that the Commonwealth, the Council, and each public postsecondary education institution has in developing and implementing a diversity plan, including a clear statement of the value of diversity. The study produced targeted research that will help inform policies for diversity planning in Kentucky.

The mission of the Statewide Diversity Plan recognizes that diversity and opportunity are core values of higher education. The concept of diversity in Kentucky has broadened immensely in recent decades as demographics changed. Although the inclusive definition goes beyond race, the diversity plan must continue to emphasize the focus on African Americans. Work on the plan continues and the goal is to have the plan finalized in early 2010.

Equal Opportunity Planning Background and Historical Information

The Commonwealth completed a Partnership Agreement with the U S Department of Education's Office for Civil Rights in December 2008. The partnership was part of ongoing efforts to provide minority students with opportunities to participate in the public postsecondary education system. To this end, the Partnership and a companion policy initiative (The Kentucky Plan for Equal Opportunities in Postsecondary Education) identified specific commitments, objectives, and action plans to enhance educational opportunities for Kentucky resident African Americans. The Commonwealth's new diversity plan will now contain initiatives directed at access and opportunity. The Kentucky Plan for Equal Opportunities will remain in force until the diversity plan is developed.

The Commonwealth began its journey to provide special initiatives to ensure access and opportunity for ethnic minorities in 1982, when the Council on Higher Education developed The Commonwealth of Kentucky Higher Education Desegregation Plan in response to a U.S. Department of Education Office for Civil Rights (OCR) finding that Kentucky had failed to eliminate the vestiges of its racially dual system of public postsecondary education. Since that time, the Council has implemented strategies to guide the work of the state in addressing desegregation and equal opportunity issues in Kentucky's postsecondary system.

Where can I find more information about equal educational opportunities?

<http://www.cpe.ky.gov/policies/equalopportunities/>

<http://www.cpe.ky.gov/policies/equalopportunities/diversitystudy.htm>



GEAR UP KENTUCKY

GEAR UP was created for students from low-income backgrounds and benefits students by providing activities to make them aware of postsecondary opportunities to help them prepare for, and succeed in college. GEAR UP funds provide a range of services including academic support and mentoring for students, professional development for school personnel, and programs for parents to foster higher achievement in students. GEAR UP works within partnerships of schools, colleges, businesses, community, and nonprofit organizations and supports entire cohorts of seventh-grade students (all students in the grade), continuing that support through high school graduation.

What is GEAR UP Kentucky?

GEAR UP Kentucky is the local name of the GEAR UP project administered by the Council. (There are two types of GEAR UP grants—statewide grants and local partnership grants, each comprised of schools, colleges, businesses and community partners. In addition to the statewide grant, there are five local partnership grants in Kentucky for a total of approximately \$68 million.) GEAR UP Kentucky consists of seven host sites that work with the Council to coordinate grant activities and provide fiscal oversight for the designated schools in their geographic areas of responsibility. GEAR UP Kentucky staffs ensure that all students in each cohort participate in seven, pre-defined, essential activities while they remain enrolled in a GEAR UP-designated school.

How is the program funded?

In 2000 the U.S. Department of Education awarded to The Council on Postsecondary Education its first statewide GEAR UP grant for \$10 million and a second in 2005 doubling the first award. The current grant (2005) is in its fourth year and was funded for a total of \$21 million over six years. GEAR UP is a matching grant; all grant funds are matched with non-federal, state, or other funds including in-kind contributions of services, for a total cost of \$42 million. The Council administers the grant with a small staff in Frankfort.

Enrollment

15,741 (2009); 67 percent of GEAR UP students is eligible for the Free and Reduced-price Lunch program

Program Cost (annual)

\$3.5 million (federal funds); Match \$3.5 million (non- federal funds)

Seven Host Sites

Fayette County Public School District; Hazard Community and Technical College; Morehead State University; Murray State University; Northern Kentucky Council of Partners; University of Louisville; Western Kentucky University

Where can I find more information?

<http://www.cpe.ky.gov/policies/academicinit/gearup/>



KENTUCKY ADULT EDUCATION (KYAE)

What is Kentucky Adult Education?

The mission of Kentucky Adult Education is to raise the educational levels of more than one million Kentucky adults with low literacy skills and to assist the nearly 786,000 adults who do not have a high school credential to earn a GED® diploma. KYAE's goal is to help these adults gain the academic skills and credentials they need to function productively in the workforce, support themselves and their families and make positive contributions to society and the economy. An adult education program in every county provides academic instruction in reading, writing, math, science and social studies to help adults improve their literacy skills, earn a GED diploma, prepare for college and the workforce, and learn English as a Second Language.

Why is adult education important?

For Kentucky to continue its economic growth, more adults must acquire the skills that prepare them for success in the workforce and postsecondary education. According to the U.S. Bureau of Census 2005, the earnings difference between a high school graduate/GED graduate and a high school dropout is \$9,671. The potential increased earnings for the 9,382 GED graduates in 2009 will be more than \$1.8 billion over a 20-year period. Higher earnings make a significant contribution to the Commonwealth's economy and a considerable improvement in the quality of life for Kentucky families.

What is Kentucky's challenge?

In 2004, 26 percent of Kentucky jobs required some postsecondary education. By 2014, the percentage of Kentucky jobs requiring some postsecondary education is projected to increase to 28 percent, including 36 percent of all new jobs (Source: Kentucky Occupational Outlook to 2014, Office of Employment and Training, Education Cabinet, 2006). Adult education is crucial in helping Kentucky meet the challenge of an underprepared workforce, given the number of Kentuckians who lack the skills to success in postsecondary education or new economy jobs.

For the Commonwealth to be competitive in regional, national and international economies, no Kentuckian can be left out of efforts to prepare a skilled workforce and to improve the quality of life in Kentucky. More adults need higher academic and literacy skills, more need GED diplomas and more GED graduates must transition to college.

In 2009:

- 9,382 Kentuckians earned their GED credential.
- 2,051 adult education students earned a Kentucky Employability Certificate.
- 40,197 students enrolled in adult education for at least 12 hours.
- The most recent data shows that 21% of GED graduates transition to postsecondary education within two years of earning their credential.

Where can I find more information about Kentucky Adult Education?

For more information, visit <http://www.kyae.ky.gov>.



KENTUCKY ADULT LEARNER INITIATIVE

What is the purpose of the Kentucky Adult Learner Initiative?

The purpose of the initiative is to ensure that Kentucky's postsecondary system meets the needs of the state's adult learners. With funding from Lumina Foundation for Education, the Council and institutions are working with partners, such as the Kentucky Chamber of Commerce, the Kentucky Association of Manufacturers, the Kentucky Higher Education Assistance Authority, the Cabinet for Economic Development, and the General Assembly, to address state- and institutional-level policy issues relevant to adult students.

Why focus on adults?

Kentucky needs 791,000 bachelor's degree holders by 2020 to reach the projected national average in educational attainment. There are not enough traditional college students in the educational pipeline to meet the state's attainment goals, so the focus must be on the educational attainment levels of the working-age adult population.

How does the initiative work?

The initiative was launched in February 2008 at the inaugural Kentucky Adult Learner Summit in Lexington. Governor Steve Beshear provided the welcoming remarks to the 240 participants at the summit, emphasizing the importance of increasing the skill levels of Kentucky's current workforce to compete in the global economy. The summit also featured several national experts in adult learning and provided an overview of the issues important to adult learners.

The Council, working with its partners, has created working groups for three policy priorities. These working groups created policy recommendations for the Council, the institutions, the General Assembly, and other relevant authorities in the following areas:

- Flexible academic programming – Adult learners often have full-time jobs, spouses, or dependent children. For these reasons, they need flexible course delivery, such as online learning, modularized content, and evening and weekend classes.
- Credit for prior learning – Adults want credit for knowledge obtained through life and work experiences that are relevant to their degree programs. This includes credit for military experience, credit for corporate training programs, and credit by examination.
- Financial aid – As with traditional students, the rising cost of college makes financial aid an important consideration for adult learners.

In conjunction with these policy efforts, the Council provided funds to each four-year institution and KCTCS to administer the Adult Learner Focused Institution Toolkit, which assesses a wide range of policies and programs at the institutional level and measures adult learners' satisfaction with their institutions. Institutions have used the information gathered through this process to create plans to address the needs of adult learners.

Where can I find more information about the Kentucky Adult Learner Initiative?

http://cpe.ky.gov/committees/ky_adult_learner_initiative/

KENTUCKY OPEN MEETINGS LAW

What constitutes an open meeting?

The term “meeting” is broadly defined in Kentucky’s Revised Statutes to mean “all gatherings of every kind, including video teleconferences, regardless of where the meeting is held, and whether regular or special and informational or casual gatherings, held in anticipation of or in conjunction with a regular or special meeting.”

What entities and individuals are covered by the open meetings law?

- Every state or local government agency, including the policymaking board of an institution of education.
- Any body created by or pursuant to state or local statute, executive order, ordinance, resolution, or other legislative act in the legislative or executive branch of government.
- Any entity when the majority of its governing body is appointed by a public agency...member or employee of a public agency, a state or local officer, or any combination thereof.

Do groups created by public agencies meet the definition of a public agency?

Most groups created by public agencies meet the definition of public agency including any board, commission, committee, subcommittee, ad hoc committee, advisory committee, council, or agency established, created, and controlled by a public agency.

What are some exceptions to the open meetings law?

- Deliberations on the future acquisition of real property by a public agency, but only when publicity would be likely to affect the value of a specific piece of property to be acquired for public use or sold by a public agency.
- Discussions of proposed or pending litigation against or on behalf of the public agency.
- Collective bargaining discussions between employers and their employees or their representatives.
- Discussions or hearings that might lead to the appointment, discipline, or dismissal of an individual employee, member, or student without restricting that employee’s, member’s, or student’s right to a public hearing if requested. This exception shall not be interpreted to permit discussion of general personnel matters in secret.
- Discussions between a public agency and a representative of a business entity and discussions concerning a specific proposal, if open discussion would jeopardize the siting, retention, expansion, or upgrading of the business.
- State and local cabinet meetings and executive cabinet meetings.
- Meetings which federal or state law specifically require be conducted in privacy.

What are the rules concerning closed sessions?

- Notice must be given in open session of the nature of the business, the reason for the closed session, and the specific statutory exception.
- A majority of the board must approve the closed session.
- No final action may be taken in closed session.
- No matter may be discussed at a closed session other than those publicly announced.

Other issues?

Boards may not meet in small groups of less than a quorum to avoid conducting an open meeting. However, nothing in the law prohibits discussion among individual members when their purpose is to educate themselves on specific issues.

This summary is intended to acquaint board members with the Kentucky open meetings law and should not be relied on as legal advice. Regents and trustees should consult their board attorneys for advice on a particular issue or concern.

KENTUCKY OPEN RECORDS LAW

How is the term “public record” defined in the statutes?

The term “public record” is defined as “all books, papers, maps, photographs, cards, tapes, discs, diskettes, recordings, software, or other documentation regardless of physical form or characteristics, which are prepared, owned, used, in the possession of, or retained by a public agency.”

How are “agencies” defined in the open records statutes?

- Every state or local government officer.
- Every state or local government department, division, bureau, board, commission, and authority.
- Every state or local government agency, including the policymaking board of an institution, created by or pursuant to state or local statute, executive order, ordinance, resolution, or legislative act.
- Any body that derives at least 25 percent of the funds expended by it in the Commonwealth of Kentucky from state or local authority funds.
- Any entity where the majority of its governing board is appointed by a public agency, by a member or employee of such a public agency, or by any combination thereof.
- Any board, commission, committee, subcommittee, ad hoc committee, advisory committee, council, or agency, except for a committee of a hospital medical staff, established, created, and controlled by a public agency.

What are the exceptions to the open records statutes?

- Public records containing information of a personal nature where the public disclosure would constitute a clearly unwarranted invasion of personal privacy.
- Records confidentially disclosed to an agency and compiled and maintained for scientific research.
- Test questions, scoring keys, and other examination data used to administer a licensing examination, employment exams, or academic examination before the exam is given.
- The contents of real estate appraisals, engineering or feasibility estimates, and evaluations made by or for a public agency relative to acquisition of property, until such time as all of the property has been acquired.
- Records of law enforcement agencies or agencies involved in administrative adjudication that were compiled in the process of detecting and investigating statutory or regulatory violations if the disclosure of the information would harm the agency by revealing the identity of informants not otherwise known or by premature release of information to be used in a prospective law enforcement action or administrative adjudication.
- Preliminary drafts, notes, correspondence with private individuals, other than correspondence which is intended to give notice of final action of a public agency.
- Preliminary recommendations and preliminary memoranda in which opinions are expressed or policies formulated or recommended.
- The disclosure of public records prohibited by federal law or regulation.
- Public records or information the disclosure of which is prohibited or restricted or otherwise made confidential by enactment of the General Assembly.

What are the policies about releasing the open records documents?

Agencies may require written requests. Under most circumstances, agencies must make public records available within three days. If the requested record cannot be produced within three days, the agency must explain in detail. Agencies may deny requests if unreasonably burdensome or if agencies, citing clear and convincing evidence, have reason to think repeated requests are intended to disrupt the agencies’ other essential functions. People inspecting public records have the right to make or obtain a copy.

This summary is intended to acquaint board members with Kentucky open records law and should not be relied on as legal advice. Regents and trustees should consult their board attorneys for advice on a particular issue or concern.

KENTUCKY P-16 COUNCIL

What is the Kentucky P-16 Council?

The P-16 Council (preschool through college) was established in 1999 and is composed of members of the Kentucky Board of Education, the Council on Postsecondary Education, and other education- and workforce-related state agencies and organizations. The P-16 Council supports initiatives to improve teacher preparation and professional development, align high school and adult education curricula with college and workplace expectations, and integrate the programs and policies of various educational sectors.

What has been the focus of the P-16 Council's work?

The P-16 Council endorsed recommendations aimed at reducing the need for postsecondary remediation in English and mathematics. It further endorsed the creation of a single rigorous curriculum for all high school students. This led to Kentucky's selection as one of five pilot states in the American Diploma Project, a national initiative to develop high school graduation benchmark standards that meet college and workplace expectations.

Several significant policy changes ensued, including the following:

1. In 2004, the P-16 Council, working with postsecondary institutional representatives, approved statewide standards in English and mathematics for placement into credit-bearing (and higher level mathematics) courses at Kentucky's public postsecondary institutions based on the ADP benchmarks and ACT threshold scores. These standards and an additional standard in reading have now been placed in state regulation following the recommendation of the Council's Developmental Education Task Force.
2. In 2006, the Kentucky Board of Education approved revised minimum high school graduation requirements, effective for the class of 2012, that include Algebra I, Algebra II, geometry, and mathematics in each year of high school.
3. In 2006, the Kentucky General Assembly passed Senate Bill 130, requiring diagnostic assessment of all eighth- and tenth-graders; administration of the ACT to all high school juniors; administration on a voluntary basis of three WorkKeys assessments to evaluate students' readiness for high school, college, technical school, and the workplace; and appropriate and timely interventions.

What are local P-16 councils?

Local P-16 councils both implement the agenda of the state P-16 Council at the level of local institutions, school districts, and communities and inform the state agenda through local initiatives. To date, the CPE has provided funding for over 20 local councils covering more than three-quarters of the Commonwealth. Both the state P-16 Council and local councils are strengthening ties between employers and educators to prepare more students for college and to raise the quality of Kentucky's workforce.

Where can I find more information about Kentucky's P-16 Council?

More information is available on the web at <http://cpe.ky.gov/committees/p16>.

KENTUCKY POSTSECONDARY EDUCATION IMPROVEMENT ACT OF 1997 (HOUSE BILL 1)

What is House Bill 1?

This legislation, proposed by Kentucky Governor Paul Patton and approved by the General Assembly in a May 1997 Special Session, reformed the Commonwealth's system of public postsecondary education. The overarching policy goal of HB 1 was to improve Kentucky postsecondary education as a means to advance the state's economy and quality of life.

What was the rationale for the reform legislation?

By all national measures, Kentucky's citizens in 1997 were undereducated and trailed the nation in income and health. More specifically, Kentucky trailed the nation and its competitor states in the south and midwest in educational attainment, especially the percentage of the population with baccalaureate and advanced degrees. A March 1997 report of the Task Force on Postsecondary Education concluded that the Commonwealth's postsecondary education system was unprepared to meet the demands of the 21st century's global economy.

What are the statutory goals of House Bill 1?

The legislation, amended in 2000, articulates six goals to be achieved by 2020:

1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.
2. A major comprehensive research institution ranked nationally in the top twenty public universities at the University of Kentucky.
3. A premier, nationally-recognized metropolitan research university at the University of Louisville.
4. Regional universities, with at least one nationally recognized program of distinction or one nationally-recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.
5. A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.
6. An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.

What were the key features of the reform legislation?

House Bill 1 reconstituted or created several entities designed to provide coordinated strategic planning and educational services. Those entities include the Council on Postsecondary Education, the Kentucky Community and Technical College System, the Kentucky Virtual Campus, the Kentucky Virtual Library, and the Strategic Committee on Postsecondary Education. In addition, HB 1 created trust funds to provide financial support for system-building behavior and to build university endowments.

Where can I find more information?

<http://cpe.ky.gov/planning/legislation/default.htm>

KENTUCKY VIRTUAL CAMPUS (KYVC) AND KENTUCKY VIRTUAL LIBRARY (KYVL)

What is the Kentucky Virtual Campus?

KYVC is an operational unit of the Council on Postsecondary Education created as part of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1). KYVC helps increase the number of people with degrees and credentials by extending quality educational opportunities in a cost-efficient manner to Kentuckians whose work and family situations may not allow them to come to a campus or an adult learning center. The campus consists of two primary service divisions—the Kentucky Virtual Campus, providing online learning services to academic institutions and state agencies, and the Kentucky Virtual Library, providing online library services for all of Kentucky’s citizens.

What is the Kentucky Virtual Library?

An integral unit of the KYVC, the Kentucky Virtual Library is a reference and research hub providing equitable Internet access to quality library and information resources to all the people of Kentucky through libraries at the public universities and colleges, public K-12 schools, public libraries, over 30 independent colleges and universities, and various private K-12 schools. KYVL provides access to over 40 licensed index, abstract, and full-text databases; over 76,000 indexed publications containing over 28,000 full-text resources; 557,016 images; and over 2,000 maps to member libraries.

How many people are served through KYVC and KYVL?

The state’s official virtual campus opened its doors in 1999 (under the name “Kentucky Virtual University”) to an enrollment of 300 learners. By fall 2008, credit-bearing enrollments in distance learning courses has risen to over 77,000. Twenty-one percent of public postsecondary students take at least one online class, and many traditional classes now use the same technologies once reserved for distance learners. Enrollment in online professional development courses offered through KYVC has grown to a current annual enrollment of 13,538. Since launching in November 1999, KYVL’s licensed databases have supported over 105 million searches, and the KYVL holdings are searched as many as 3.2 million times per month.

Why did the Kentucky Virtual University change its name to the Kentucky Virtual Campus?

In 2006, the name was changed to reflect an evolutionary change in its mission. Specifically, KYVC now serves less as the eLearning platform and more as:

- A statewide advocate for access to learning through technology.
- A convener of partners that use resources effectively.
- A catalyst for innovation and excellence in eLearning.

KYVC does not offer degrees; all courses and programs in its online catalogue come from accredited postsecondary institutions. State agencies also use the KYVC eLearning platform to provide supplementary education services and professional development offerings.

Where can I find more information?

Visit KYVC and KYVL on the Web at www.kyvc.org and www.kyvl.org.



KNOWHOW2GOKY COLLEGE ACCESS INITIATIVE

What is the KnowHow2GOKy College Access Initiative?

The Council launched the KnowHow2GOKy college access outreach initiative in May 2008. The multimedia outreach provides motivational and streamlined college-going information to middle and high school students. The outreach Web site, www.KnowHow2GOKy.org, also incorporates the Council's outreach activities to transfer students, GED students, and returning adults. The Council is the official state partner of the national, research-based KnowHow2GO campaign, developed and funded by the American Council on Education, Lumina Foundation for Education, and the Ad Council.

What does the outreach include?

KnowHow2GOKy represents a convergence of several Council-sponsored college access initiatives, including:

- Television and radio ads to raise awareness of the need for high school students to prepare for college. Outreach efforts, coordinated by Kentucky's GEAR UP program, include school-based activities such as student rallies, mentoring programs, and supporting outreach materials.
- Transfer handbooks to outline clear steps for transfer and resources to promote the option of transfer and a seamless experience.
- Project Graduate to recruit former Kentucky students with 90 or more credit hours back to college to earn a bachelor's degree. As of May 2009, 153 former students had earned a bachelor's degree through this program. The outreach includes postcards to the former students, a Web presence, and numerous incentives offered by the universities. More than 400 students were enrolled in the program at a public institution this past spring, taking 2,609 credit hours and generating \$730,000 in additional tuition revenue. (Data for the independent institutions are not available.)
- Integration of the Kentucky College Access Network, a 300-member, statewide network of business, civic, and faith-based organizations. KyCAN was recently awarded its second Lumina Foundation for Education grant.
- A step-by-step path through the GED testing process that provides the GED student the resources and motivation to succeed and transition to postsecondary education.

Where can I find more information?

www.KnowHow2GOKy.org



LICENSING OF KENTUCKY INDEPENDENT COLLEGES AND UNIVERSITIES

What is the Council's authority in this area?

By statute the Council is charged "... to protect bona fide institutions and to protect citizens of the Commonwealth from fraudulent practices, unfair competition, or substandard educational programs" through a licensing process of independent colleges operating in Kentucky. The following types of institutions are subject to the:

- In-state, independent, nonprofit institutions offering degrees at any level;
- In-state, independent, for-profit institutions offering degrees *above* the associate level (see note below);
- Out-of-state, independent, for-profit institutions offering degrees *above* the associate level; and
- Out-of-state, nonprofit, independent or public institutions offering degrees at any level.

In-state and out-of-state, for-profit institutions that only offer degrees below the baccalaureate level are regulated by the Kentucky Board for Proprietary Education.

How many institutions are currently licensed by CPE to operate in Kentucky?

- In-state, independent, nonprofit institutions: 34 (including 8 Bible colleges and 4 seminaries)
- In-state, independent, for-profit institutions: 3
- Out-of-state, nonprofit institutions: 14 (some with multiple instructional sites)
- Out-of state, for-profit institutions: 9 (some with multiple instructional sites)

In-state institutions: With the exception of the eight Bible colleges and two for-profit institutions accredited by the Accrediting Council for Independent Colleges and Schools (ACICS), all institutions are accredited by the Southern Association of Colleges and Schools (SACS).

Out-of-state institutions: With the exception of four ACICS institutions, all out-of-state institutions operating in Kentucky are regionally accredited (primarily by the North Central Accrediting Association).

What is the process to become licensed by CPE?

The CPE president is authorized by regulation to issue licenses. Postsecondary institutions wishing to operate in Kentucky must submit initial applications to the president of the Council. If a college meets standards specified in the regulation, then the president issues a license. Licenses are institution-specific, program-specific, degree level-specific, and site-specific.

Once licensed, institutions may submit applications to offer new programs, develop additional locations, or make major changes in existing programs. Institutions also must submit annual reports addressing specified information such as enrollment and degree data, new faculty, and financial stability.

Where can I find more information about licensing?

<http://cpe.ky.gov/policies/academicpolicies/licensure.htm>



POSTSECONDARY EDUCATION ECONOMIC DEVELOPMENT AGENDA

How will Kentucky strengthen its economic position?

Education is the primary driver of Kentucky's future economic development since Kentuckians are competing for jobs in a globally competitive and increasingly knowledge-driven environment. Intellectual capital, entrepreneurial business models, and leveraged investments are essential if Kentucky is to successfully compete in the new world of technology and information-intensive innovation.

What is the Kentucky Innovation Act of 2000 and what role does postsecondary education play in its implementation?

The *Kentucky Innovation Act of 2000* was designed to propel Kentucky in its pursuit of knowledge economy, educational, and employment opportunities. Through a contract with the Kentucky Science and Technology Corporation (KSTC), the Council on Postsecondary Education supports several initiatives designed to stimulate research and development, university/business collaboration, and rural involvement in the knowledge economy. Funded programs include the Kentucky Enterprise Fund and the Kentucky Science and Engineering Fund. These programs promote research and development, commercialization, and rural innovation in addition to the cooperative national program Kentucky Experimental Program to Stimulate Competitive Research (EPSCoR).

What is CPE doing to promote economic development in the state?

- Establishing aggressive college attainment performance goals to ensure that Kentucky has college graduates who can contribute in the knowledge economy.
- Promoting the STEM (science, technology, engineering, and mathematics) disciplines to stimulate research and commercialization.
- Convening the Kentucky STEM Task Force to develop specific strategies to help advance the state's economic development agenda.
- Providing administrative and policy oversight for the implementation of several components of the *Kentucky Innovation Act of 2000*.
- Creating and supporting partnerships between postsecondary institutions, P-12, local/state/federal government, and business to enhance and sustain the economy.

Where can I find more information about the postsecondary education economic development agenda?

Knowledge-based economy reports: <http://cpe.ky.gov/policies/economic/knowledgeec.htm>

Kentucky Science and Technology Corporation: <http://www.kstc.com>



PUBLIC AGENDA FOR POSTSECONDARY AND ADULT EDUCATION

What is Kentucky's Public Agenda for Postsecondary and Adult Education?

The *Kentucky Postsecondary Education Improvement Act of 1997* requires the Council on Postsecondary Education to develop a strategic agenda with measurable goals to assess the state's progress in raising the standard of living and quality of life to at least the national average. The current Public Agenda – *Five Questions-One Mission: Better Lives for Kentucky's People* – was approved in 2005 and will guide the Council's work through 2010. The Council on Postsecondary Education was one of the first coordinating or governing boards in the nation to implement a comprehensive accountability system for postsecondary education integrated with a statewide Public Agenda. As a result, Kentucky has been considered a leader in postsecondary education accountability and reform for the last decade.

What is the focus of the Public Agenda?

The Public Agenda is organized around five central policy objectives, stated as questions:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

The questions have evolved over the years to emphasize the importance of maintaining an affordable, accessible postsecondary system that can help Kentucky double the number of bachelor's degree holders by the year 2020. The Public Agenda identifies the key activities and initiatives that will be implemented to move each of these policy objectives forward (the "How We Get to Yes" statements).

How does Kentucky know if postsecondary education is meeting the goals of HB 1 and the Public Agenda?

The Public Agenda established key indicators of performance to measure progress at the statewide and institution level. The total number of indicators (26) is relatively small to focus attention on the issues most critical to reform. Performance goals are established for each indicator every two years; progress toward 2007-08 goals will be reported this fall, and new goals will be set for 2009-10.

Each year, the Council prepares an accountability report for the Governor, General Assembly, Legislative Research Commission, Strategic Committee on Postsecondary Education, and other constituents. This report uses arrows to highlight performance on statewide and institution key indicators; up arrows indicate improvement over the previous year, down arrows indicate a decline, and horizontal arrows indicate no change. Accountability reports can be downloaded from the Council's Web site at www.cpe.ky.gov/planning/statusreports.

Where can I find more information about the Council's accountability efforts?

More information about the Public Agenda and key indicators is available at www.cpe.ky.gov/planning.



REGIONAL STEWARDSHIP PROGRAM

What is the Regional Stewardship Program?

The Regional Stewardship Program was developed to stimulate regional and statewide economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by regional (comprehensive) university faculty and staff. The program provided funds to the six comprehensive universities to become more active in solving regional problems.

Why is the program needed?

Engagement activities include a range of activities such as service learning courses, applied research, public information events, and technical assistance. Public engagement programs are cost centers for Kentucky's comprehensive institutions, just as basic research is for the research institutions. Programs and services that target the needs of public schools, small businesses, government, and nonprofit agencies require public fund support.

How does the program work?

The program provided two pools of funding:

- Infrastructure funds to support the development and maintenance of organizational structures, personnel, information systems, and community relationships (\$200,000 in annual base funding per university).
- Regional grant funds to support efforts to build intellectual capacity in targeted priority areas (\$288,000 per university annually administered by CPE).

How is the program being implemented?

All universities have established regional advisory committees of local government and community leaders, business and industry representatives, education leaders, policy professionals, interest groups, and citizens from across the university's area of geographic responsibility.

Each university has a regional stewardship coordinator to implement the program and promote engagement between the university and community partners. Institutions have provided regional grants to address regional priorities that were identified with the assistance of their regional advisory committees.

Where can I find more information about the Regional Stewardship Program?

http://cpe.ky.gov/policies/budget/reg_steward_program.htm



SENATE BILL 1 UPDATE

What is Senate Bill 1?

Senate Bill 1, signed by Governor Beshear on March 26, 2009, is a significant piece of education legislation that revises the assessment and accountability system for P-12 education in Kentucky. It requires a revision of standards to be based on national and international benchmarks in order to increase the rigor and focus the content of P-12 education, increasing the number of students that are college ready.

The bill calls upon the Kentucky Department of Education (KDE), in collaboration with the Kentucky Council on Postsecondary Education (CPE), to plan and implement a comprehensive process for revising the academic content standards. Part of this process includes the development of a unified strategy to reduce college remediation rates and increase graduation rates of postsecondary students with developmental education needs. An outline for that process, including timelines for all activities, has been completed and is being implemented.

What are the next steps?

The next step, already underway, is the reviewing of the current system-wide public postsecondary placement policy in English and mathematics, and, working with institutional representatives and KDE, determining whether revisions are needed in those content standards. A statewide reading group, partnering with the Collaborative Center for Literacy Development, is reviewing strategies for reading in academic content areas and reading assessments with the goal of identifying those reading skills needed for success in postsecondary introductory reading intensive courses. A mathematics group, partnering with the Kentucky Center for Mathematics, is doing the same. Reading and mathematics are widely acknowledged as the gateways for success in all of a student's future educational endeavors. This is particularly the case for mathematics and science. The science standards will be reviewed in the very near future as part of the next stage of the process.

A catalog of college readiness strategies already in use within the state and nation is also being developed. This catalog of strategies can be used by educational cooperatives and P-16 Councils in their efforts to limit the number of students in postsecondary education and the workforce underprepared in the essential skill areas. KDE and many other state and national partners will be a part of the process to align course content and assessments between P-12 and postsecondary institutions.

A Steering Committee has also been established and met on August 12. This committee will provide guidance and oversight in the implementation of the process to create one set of standards from P-12 to college entry-level courses and will provide insight into the development of strategic plans to reduce the remediation rates of high school graduates and increase the graduation rates of underprepared students.

KDE Commissioner Terry Holliday and CPE President Bob King are working together to ensure that the revised standards that are recommended to the Kentucky Board of Education (KBE) for approval are aligned with postsecondary education course and assessment standards for reading and mathematics. They are guiding a process whose ultimate goal is improved education at all levels for all of the Commonwealth's students.

STEM TASK FORCE

What is the STEM Task Force?

The Science, Technology, Engineering, and Mathematics (STEM) Task Force was assembled in 2006 to develop a statewide P-20 strategic action plan to accelerate Kentucky's performance within the STEM disciplines. The Task Force, chaired by University of Kentucky president Lee Todd, was comprised of 110 members representing government, business, and education. For approximately four months, the task force reviewed data, heard testimony, and conducted research to identify the scope and seriousness of the STEM crisis in America and Kentucky. Conclusions and recommendations were published in the report, *Kentucky's STEM Imperative: Competing in the Global Economy*.

The 2008 General Assembly asked for an Implementation Plan for the 2007 Report and thus the STEM II Task Force convened to revise the *Imperative* and present to the Governor a plan focused on collaboration of four work groups, addressing the STEM Imperative public awareness, rigorous teacher preparation and professional development in STEM disciplines, and community partnerships with and between P-16 educators and the education, business and government sectors.

With much of the work of the 2007 report recommendations considered by the General Assembly, Senate Bill 1 was enacted addressing the need for curricula standards alignment in math and science, as well as English.

What are the next steps?

The next steps include:

- Scale STEM projects that have shown success, such as *Project Lead the Way* and *Advance Kentucky*.
- Work toward strengthening teacher preparation and alternative educator career paths.
- Converge best practices in every classroom with 21st Century educator skills and knowledge.
- Seek funding to build on the implementation's business plan by redirecting professional development funding into high need areas.

Where can I find more information about STEM activities?

<http://cpe.ky.gov/committees/stem/default.htm>

<http://cpe.ky.gov/policies/academicinit/deved/>

